



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL NOTES

GEORGE HERBERT LOCKE

During the past three or four years there have been numerous articles published in our educational journals in which there has been a decided demand for some change in the course of study in our arts colleges whereby a student may graduate in less than the traditional four years. The University of Chicago recognized this demand very early in its career, and by an ingenious arrangement of its summer term made possible a graduation within the desired time. This, however, was more a matter of administration and artificial adjustment, and had the disadvantage of requiring attendance during eleven months of each year. Then we had the famous report of President Nicholas Murray Butler, of Columbia, in which he came out very clearly in favor of a much shorter course. But during all this time students had been graduating at Harvard within the three-year limit. True, such students did not actually receive the degree, but were allowed a year of absence, and received their degrees with the rest of the class who had taken the traditional time. Those who were able to do this were exceptionally able students who had had good preparation or had anticipated the college work in some courses by advanced study in the preparatory school, and were allowed to try college examinations in these subjects. The secondary schools in the middle West are getting more ambitious to prepare such students, and it is now possible in some places for a high-school student to receive as much as a year's, and in a few cases two-years', college credit for work done in a high-grade secondary school.

In the discussion of this important change in our college system we cannot do better than take the findings of the report submitted some months ago to the Associated Harvard Clubs by a committee of three to whom had been delegated the important and somewhat difficult task of making a thorough investigation of the subject. Their first effort was toward finding the basis of the demand for a three-year course, and this they found first in the demand for a certain period of specialization in studies, ranging from two to five years, before a man is ready to take a position in his chosen calling. The basis for this demand comes from the competition of modern business, scientific, and professional pursuits which are engaged in and controlled by people of higher education. This means that in addition to his A.B. degree, which is supposed to stand for a liberal education, the student who wishes to be eminent in the medical profession must spend four additional years in acquiring the technical knowledge and skill necessary, in the profession of law three years, and varying periods in

divinity, teaching, and the scientific specialties, including the newer training for business and commercial pursuits.

Again, the standard for the degree of A.B. has been gradually raised, until the last two years of the high school today correspond very favorably with the first two years of the college of, say, forty years ago. The result is that the average age for entrance to college has correspondingly increased, and is now almost nineteen years. The student who wishes to become eminent in his profession must therefore look forward to school and college until he is twenty-seven or twenty-eight years of age. There are few who would deny that this is much too old, and that too many years have passed without any real usefulness.

The present situation at Harvard College is that seventeen or eighteen courses are required for graduation, a decrease in the number, and therefore more careful supervision of the work and extra requirements as to quality. Suppose a boy enters Harvard with the entrance requirements all satisfied, and wishes to graduate in three years. On the basis of nine hours a week for each course, he would have to spend about fifty hours a week, or about eight and a third hours each day, upon his studies. It will be the exceptional student who can get along satisfactorily with less than this. And it is too much to expect, as most of us have found out who have been instructors in colleges. The suggestion has been made that, were a three-year course established, the number of courses required might be reduced from eighteen to fifteen. This would mean five courses a year, as against the present five for the freshman year and four for each of the other three years—a favorite way of dividing up.

There seems to be a feeling that what is needed to make our college courses more satisfactory is less requirements and more intensity. Three years of undergraduate study ought to be sufficient to give the general culture which is the object of college education. We have a shortening of the course in some universities by counting the first year of the law or medical or other professional schools as the fourth year in college, but this seems a very artificial and unsatisfactory way of trying to solve such a problem. It satisfies neither the professor in the arts faculty nor the professor in the professional school. What the student is during that year is always an interesting question. There is a bare possibility that the adoption of a straight three-year course might help toward the solution of the vexing athletic problem, inasmuch as raising the standard and providing for greater intensity of work, might lessen the excess of attention paid to those diversions of college life which have become so highly specialized and absorbing.

The opposition to such a change will come naturally from the conservative element in our schools and colleges who do not believe in breaking from the traditional procedure; and when all arguments are summed up, it will likely be found that tradition leads all the rest. It is interesting to notice that among the reasons given against any change is the charge that there is great waste in the elementary and secondary schools. It is urged that a boy should be able to enter school at six or seven years and pass to the secondary school at twelve to fourteen, and that he should be ready to enter college at seventeen. This

suggests Superintendent Maxwell's plan of six years for the elementary schools and six for the secondary school. If to this could be added six for the university, divided equally between the arts college and the technical or professional college, there would be a symmetrical system of "sixes." This looks very well on paper, and seems logical; but, after all, this making of logical systems into which to fit our illogical selves and our illogical children is a pastime in this country which we seem to enjoy, but which keeps back progress. It is well to thresh out these questions, and we are indebted to the excellent report of this committee for laying the Harvard situation so clearly before us and saying: "Think on these things."

Those who have followed the development of university life in this country cannot avoid the unhappy reflection that the college life with its influence over the undergraduates through direct, personal, and often intimate intercourse with professors of maturity and human sympathy, is almost only a tradition as far as our larger universities are concerned. The universities have grown so rapidly, and the ideal of independent research, of making "original contributions to the sum of existing knowledge," in fine, of attaining to the alluring heights of the Ph.D. degree, has so taken possession of us that the college is lost in the university, and the professor of teaching power, the master of liberal arts, has given place in the college to the fledgeling instructor fresh from the investigation of some abstruse subject, rarely deep, but surely narrow. The ambition of this young instructor is toward what he calls "graduate work" and he is content to take undergraduates (I cannot call it "teach") in the meantime as a sort of discipline. The young boys fresh from our secondary schools, where during their last years, under the fortunate times in which we live, they have had teachers who were skilled and fit to do college work, leave home to enter one of our large universities and to be instructed by the junior members of the staff. The eminent professors are too often reserved for graduates, or for those of the senior or junior year. The young instructor is not a trained teacher; on the contrary, it is likely that he has a profound contempt for any such thing as professional training. He believes, or says that he does, that the teacher is born, not made, and naturally includes himself among the elect. He would not tolerate the idea of practice-teaching as a part of the necessary equipment for a teacher, and yet that is what he is doing, and, worse still, under practically no supervision and at the expense of his pupils. Is it any wonder, then, that when fathers are considering where to send their sons, they look with increasing interest to the small college with its educating atmosphere! Were it not for the presence of professional schools in connection with our large universities, and the glamor of the athletic arena, the small college would make great inroads upon the attendance at these larger centers of learning.

Our universities are waking up to these things, and all sorts of schemes are being devised by which the great university may be divided up into colleges or

THE UNIVERSITY
AND THE COLLEGE
IN AMERICA AND
THE PRECEPTORIAL
PLAN ADOPTED AT
PRINCETON
UNIVERSITY

smaller bodies, each of which will have a corporate existence of its own and a common life intellectually and socially, not only among the undergraduate members, but also with the faculty, that will prove what we all believe that education is greater than instruction. Our college system in this country was based upon that of Oxford and Cambridge, and we are going back to it in some degree. We were so infatuated with the German ideals that we forgot how poorly prepared we were to adapt German methods of education to American schools, inasmuch as the college could never be eliminated, nor could it be combined with the high school to make a *Gymnasium*.

A very interesting experiment will be tried this year at Princeton, where, under what is called the preceptorial system, the professors and the students will be brought into more intimate relationship. President Woodrow Wilson, describing the plan, says that the system involves much more than a change of method.

It is meant not only, in time, to supersede entirely the old-fashioned "recitation," but also to affect very materially the subject-matter of study, to give the undergraduates their proper release from being schoolboys, to introduce them to the privileges of maturity and independence by putting them in the way of doing their own reading instead of "getting up" lectures or "lessons." The subject-matter of their studies is not to be the lectures of their professors or the handful of textbooks, the narrow round of technical exercises set for them under the ordinary methods, but the reading which they should do for themselves in order to get a real first-hand command of the leading ideas, principles, and processes of the subjects which they are studying. Their exercises with their preceptors are not to be recitations, but conferences, in which, by means of any method of report or discussion that may prove serviceable and satisfactory, the preceptors may test, guide, and stimulate their reading. The governing idea is to be that they are getting up *subjects*—getting them up with the assistance of lecturers, libraries, and a body of preceptors who are their guides, philosophers, and friends. The process is intended to be one of reading, comparing, reflecting; not cramming, but daily methodical study.

One great incidental advantage is expected to accrue to the study of English. The reports of the undergraduates to the preceptors on the reading they are doing will naturally very often be written reports, and it is to be expected that all such reports will be judged of as English as well as with regard to the accuracy or inaccuracy of their subject-matter. If not written in good English, they will have to be written over again, and if it turns out that any man cannot use his mother-tongue correctly and with some degree of elegance, upon being so corrected and held to a standard of expression, he is to be handed over to the English department for fundamental training. The constant daily necessity to know his own language and to use it properly upon all sorts of subjects will certainly be the most vital system of "theme-writing" yet devised, and may be expected to have a quality of reality about it which the formal written exercises of English departments have generally lacked. The men will be using their mother-tongue in careful writing, not for the sake of the language itself, but for the sake of releas-

ing ideas and stating facts. Style will be a means and not an end; and it should never in any kind of writing be anything else.

In brief, the system will be a method of study, a means of familiarizing the undergraduate with the chief authorities, conceptions and orders of work in his fields of study. The preceptors will not set the examinations. That would turn them into mere coaches, coaching for final tests which they themselves were to set. They are, rather, to be fellow-students, expositors, advisers, to see that the right work is done by themselves taking part in it.

They will not, however, be a body of men segregated and set apart from the general body of the faculty. The present staff of the university will also do preceptorial work; the new preceptors will take some part in the lecture and regular class work, which will still go forward; they will be members of the faculty, indistinguishable in privilege and rank from their colleagues. The fundamental object of the system would be defeated if any sharp line of division were drawn in the faculty between the several kinds of teachers, for the fundamental object is to draw faculty and undergraduates together into a common body of students, old and young, among whom a real community of interest, pursuit, and feeling will prevail. The preceptors will only have more conference work to do than their colleagues. It will be their chief, if not their distinctive function to devote their energies to the intimate work of counsel and guidance.

We have heard much of the Chicago Teachers' Federation and more of Miss Haley. We read of her triumph over "the presidents of leading universities," although we could never understand in what the triumph really consisted, and what must have been the feelings of the "young school-teacher from Chicago" as she rode triumphantly over these great men. From time to time our newspapers have furnished us with more or less sensational extracts from Miss Haley's speeches at Philadelphia and elsewhere, but we doubted whether it would be right to judge her position by these reports, or indeed by any speech delivered to an emotional group of teachers on the salary question, and the dangers of autocracy. We have often wondered how Miss Haley, being a public-school teacher, could be spared so much from her daily work in the schoolroom.

But Miss Haley has now committed herself to paper, and has written an article over her own signature on a "Proposed Re-organization of the National Educational Association." We feel that our readers will not be so interested in the reorganization plan as in Miss Haley's attitude toward the public school system, and therefore we are reproducing the three concluding paragraphs. Comment on these utterances is unnecessary; they speak for themselves, and indicate most clearly the dangers to the public-school system of this country—but not from the source indicated by Miss Haley.

"There has been afoot for several years a powerful, persistent, silent, and largely successful conspiracy to make a despotism of our entire public-school sys-

MISS MARGARET
HALEY DEFINES THE
ATTITUDE OF THE
CHICAGO TEACHERS'
FEDERATION
TOWARDS THE
PUBLIC SCHOOL
SYSTEM

tem. State boards of education have demanded, and in some states have obtained, almost absolute control of the public-school system. Local boards of education, themselves appointed and not elected, are made corporations with powers superior to the city government. Superintendents generally are demanding, and have frequently been conceded, autocratic powers over school boards, courses of study, selection of textbooks, and the appointment, promotion, transfer, and dismissal of teachers. The result is that teachers fear to protest against "fads and frills," against what they believe to be wrong and injurious educational methods, or even against 'graft;' for they know that any such protest is certain to result in forfeiting all chance of promotion; if it does not result in persecution and professional ruin, as is often the case. It is safe to say that, with the exception of a few specially enlightened communities, there exists today in America no such thoroughly terrorized body of men and women as our public-school teachers—and a coerced and timid body of teachers, afraid to raise their voices against wrong, cannot develop such a citizenship as is needed to maintain the American Republic in its integrity—but the 'SYSTEM' is not interested in the preservation of republican institutions!

"The whole tendency of school administration in the United States is toward "centralization," and this is the policy that is now being forced upon the National Educational Association. Who is responsible for this policy of centralization? and what is its purpose? From every quarter comes the suggestion that great commercial interests are at the bottom of the movement, while many calm thinkers believe that it is actively promoted, also, by certain institutions of learning which are interested in propagating doctrines agreeable to their founders and in strangling the propagation of disagreeable doctrines.

"Our public-school system has become a veritable 'Golconda!' a 'mine' to be 'worked for all it is worth!' and the interests that would exploit, and are exploiting it, find it far easier to handle a well-organized, central, despotic machine than to manage the great body of principals and teachers, and the people at large. The latest move in the game is the scheme to obtain control of the National Educational Association."

At a meeting of the United Miners and Catholic Abstinence Union this summer President Roosevelt made a particularly able speech, which must have had a great effect upon the people who heard it, for they knew the value of work, thrift, and sobriety, and had not come to the stage where these are treated as incidents in some other persons' lives to be examined and commented on. There is one paragraph in the report of the speech which is worthy of being read in every secondary school in this country. It goes right to the heart of what self-government really is. It is with sentiments such as these that our boys ought to become acquainted, and realize that these are of the today in which they are living:

PRESIDENT
ROOSEVELT ON
SELF-GOVERNMENT

"Everything possible should be done to encourage the growth of that spirit of self-respect, self-restraint, self-reliance, which, if it only grows enough, is

certain to make all those in whom it shows itself move steadily upward toward the highest standard of American citizenship. It is a proud and responsible privilege to be citizens of this great self-governing nation; and each of us needs to keep steadily before his eyes the fact that he is wholly unfit to take part in the work of governing others unless he can first govern himself. He must stand up manfully for his own rights; he must respect the rights of others; he must obey the law, and he must try to live up to those rules of righteousness which are above and behind all laws. This applies just as much to the man of great wealth as to the man of small means; to the capitalist as to the wage-worker. And, as one practical point, let me urge that in the event of any difficulty, especially if it is what is known as a labor trouble, both sides show themselves willing to meet, willing to consult, and anxious each to treat the other reasonably and fairly, each to look at the other's side of the case and to do the other justice. If only this course could be generally followed, the chance of industrial disaster would be minimized."

Addresses at educational gatherings generally sound better than they read, but after the perusal of the address of President McIver, of the State Normal College of North Carolina, at the recent meeting of the Southern Educational Association, one longs to have heard it, for there is inspiration and hopefulness in every sentence. He was speaking of the forward movement in his own state, and his illustrations of the forces at work there must have impressed all present with the idea that, when sympathy is allied with ability in those in high places, almost anything can be accomplished. The governor when nominated pledged his word to the convention that he would use the entire influence of his office for four years to promote the cause of universal education and the improvement of the public-school system of the state. The superintendent of public instruction had the same enthusiasm for the work, and it was infectious. The people rose to the occasion, and the result has been that not only in enthusiasm and fervid educational oratory are the results apparent, but this power has been at work, and the tangible evidences are that during these four years there has been an increase in the length of school term of 16 per cent.; in average salary for white teachers, 16 per cent.; in school population, 4 per cent.; in school enrolment, 22 per cent.; in average attendance, 42 per cent.; in value of school property, 65 per cent.; in salary of state superintendent, 33 $\frac{1}{3}$ per cent.; in the average salary of county superintendents, over 100 per cent.; in total school fund, 100 per cent.; in the number of local tax districts, 663 per cent. There was a decrease in the number of school districts of 441 brought about by consolidation. This is a marvelous record, for consolidation in the face of local prejudices is not an easy undertaking. During this quadrennium 877 school libraries have been established and 1,015 new schoolhouses erected.

THE MARVELOUS
PROGRESS OF
EDUCATION IN
NORTH CAROLINA